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ABSTRACT

The way that undergraduate students at the Boston University School of Public Communication receive and utilize career-related information and assistance was evaluated. Based on the view that the level of self-discovery students have achieved determines how they approach career issues, attention was directed to how the institution can serve students who are of different states of development. The cognitive-developmental approach to career education is based on William G. Perry's (1970) developmental scheme, which is outlined. It is suggested that changes taking place in the mind contribute to the individual's increasingly complex manner of interpreting the world and functioning in it. Demands in the student career experience include: undertaking the first communication or journalism courses, selecting a major, undertaking specialized and applied courses, internships, selecting a field of employment, and obtaining a job. Available career services include: providing occupational information; assisting with self-assessment; teaching job search techniques; and providing access to the alumni network. The adopted model of development recognizes that challenges act to bring about growth, but at some stages students are not developmentally ready and need outside support. It's recommended that staff be acquainted with developmental stages and that instruction and counseling be targeted to addressing topics that students are struggling with (e.g., the economy and job market pressures). The student's career decision-making ability and feelings of personal power are addressed, along with specific considerations about student stages and decisions they need to make. A bibliography is appended. (SW)

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Career Demands and Student Ability

At An Undergraduate Professional School

An examination and recommendations
based on the Perry Scheme of Development

(Based on observations made as an Academic Advisor at the Boston University School of Public Communication.)

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HE 014 837

THE ROBOTIC SYSTEMS COMPANY

December 24, 1981

Dear NACADA Friends:

No, I didn't fall off the face of the earth...I took a new job as Manager of Training for a robot manufacturing company. This has taken my quite far afield as regards the development of college students and it was only during the Christmas holidays that I have been able to make basic corrections on my initial paper and to arrange distribution. I think the paper will be of value to you.

As I present it to you I want to acknowledge the contributions of Lee Knefelkamp, who inspired me at NACADA 1980 and guided this effort. Her dissertation (noted in the bibliography) and her work with Widick, with Parker, and with Slepitza constitute a major contribution to the understanding of the young and their inner world. Lee returns to Harvard next semester to continue her work at the Bureau of Study Counsel.
Judith Touchton also reviewed and contributed to this paper. Working now in the Office of Women in Higher Education at the American Council on Education she continues in her strong interest in development, now concerning herself with career development of women, especially in later stages of development.

Margo Baker at the University of Virginia Counseling Center provided valuable practitioner's insights. Her interest in helping college students expand their options and in values in development make me want to rewrite sections of this paper.

Ron Goldman, Academic Dean at the School of Public Communication at Boston University,provoke my thinking greatly and allowed me the time to pursue these 43 pages. He is the kind of boss who helps you step beyond day-to-day events and concerns, to search for the purpose of your work.

And of course William Perry Jr. provide the book and the ideas which started this journey for me.

Thanks for your support as I made my NACADA presentation and I hope we meet again, even if only by way of writings and work in development.

Sincerely,

Dean

Dean LaCoe

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Note: The generic "he/his" used in this paper refers to both men and women. An appropriate and commonly accepted gender-neutral substitute is not available.

A-705: INTRODUCTION TO HIGHER EDUCATION

While at first glance, the topic Student Career Development Planning in a Professional Undergraduate School may not appear central to the Harvard A-705 Higher Education course material, in terms of broad issues the links are strong.

One of my first tasks with this topic was to appraise the relative importance of career education to higher education. Bowen's Investment In Learning (1977) was invaluable in this regard. He confirmed that an intended outcome of higher education was economic productivity and that the graduate should be mobile, adaptable, and able to make sound career decisions.

But more important to this paper than the chapter on "Practical Competence for Economic Productivity" was Bowen's chapter on Emotional and Moral Development. Under the heading "Personal Discovery," he quotes Withey (1971) in saying, "for many people college may represent the last significant self-confronting experience." Bowen links this personal discovery with career issues on the same page, stating: "one of the most far-reaching functions of higher education is to help students consider their lifetime aspirations for careers and other pursuits, and to reach decisions—some short-term and some long-term—affecting the basic shape of their future."

This paper holds that self-discovery and career exploration relate in powerful ways: a student's level of self-discovery determines how he or she approaches career issues even while

confronting career issues helps a student to grow.

This paper is largely dedicated to finding the appropriate approach to students at various levels of self-discovery so that the institution can, in one move, both provide career services and help them grow.

A second link with A-705: the topic concerns continuing education. Perhaps the greatest contribution degree programs make to continuing and life-long education is instilling in undergraduates "love of learning." Students find career activities among the most exciting and rewarding educational experiences an institution provides and in this way they help instill that love.

Also, career activities at professional schools such as the School of Public Communication (SPC) help connect formal education with work. In that way, they increase the chances that a student will look to the classroom or to some form of formal education when they are motivated to advance in their career.

SPC concerns itself with motivating students to make personal decisions in terms of choosing jobs appropriate to their interests and aptitudes. While there is no bias toward one industry or type of job, there is a constant temptation to try to adjust students' economic and social aspirations upward. It is beyond the scope of this paper to discuss the issues involved when a University sets out to deliberately change the aspirations of students, if this is possible. Nevertheless, the A-705 discussions of class, social mobility, and higher education heightened awareness of these issues.

The impact of the course will be seen in many other ways in this paper. It will also be felt strongly by me in my continuing work in higher education administration. I am grateful to Professors Fred Jacobs and Nathan Glazer for their work in the A-705 classroom and for their personal support of my search for a topic and my exploration of professional education.

INTRODUCTION

The purpose of this paper is to examine how undergraduates at the Boston University School of Public Communication receive and utilize career-related information and assistance. But the emphasis here is not on the content of that information or on the delivery mode nor does the paper look towards "utilization" in terms of landing a satisfying and/or well-paying job. Rather, the focus is on the unique inner world of the undergraduate mind and the process by which the School's well-intended offerings can or cannot be used in that world.

The paper raises questions:

1. What does SPC's undergraduate professional program demand of its students in terms of considering career information and making decisions?

2. What stage of intellectual and ethical development has the "typical" student achieved by the time SPC demands that facts be considered and decisions made? (Example: where is a typical sophomore 'at', mentally, when he must declare his major?)

3. And from these two questions, yet more questions: if an individual student's state of development is not ideally suited to the demand being made, then what can the institution do to assist with the decision. Can the institution help solve

this dilemma by assisting this student to develop? Another intriguing question, but one beyond the scope of this paper is can an institution methodically use career issues to induce the intellectual and ethical development of its students on a school-wide basis?

Determining Students' Stages of Development

To examine the stages of development of college students, it is necessary, albeit difficult and somewhat unfortunate, to define an "average" for the freshman, sophomore, junior, senior classes. Because students do not fit neatly into such categories, exceptions abound. Thus, this paper will also consider the situation(s) of those students who are either "ahead of" or "behind" their classmates.

It is also uncomfortable to label people developmentally using the terms "ahead" or "behind." A person who is "ahead" becomes, somehow, "better." William G. Perry, (1970) who developed the scheme used in this paper, considered this issue carefully, and determined that it was impossible to avoid these values. He further states that "efforts to avoid this tendency are likely to obscure the scheme's workings and so to increase rather than decrease the possibility of bias. In our opinion the best course is explicit acceptance." Thus, in applying Perry's theory, this paper must also explicitly accept that some students are more "advanced" than others and that higher stages of development are desirable.

The Perry Scheme

The Perry scheme is based on years of work with undergraduates at Harvard Bureau of Study Counsel The work and the ideas that emerged from

the Bureau are summarized in Perry's book, Forms of Intellectual and Ethical Development in the College Years--A Scheme.

In the study, Perry and his colleagues found that students were different not only in what they knew, but in how they thought about what they knew. As they developed, changes took place in their minds, changes which contributed to the individual's increasingly complex manner of interpreting his world, allowing him to integrate and act in a wide variety of differentiated experiences and influences.

Perry, tracing the mainline development of students, found distinctive stages.

Mainline Development

Position 1: The student sees the world in polar terms of we-right-good vs. other-wrong-bad. Right answers for everything exist in the Absolute, known to Authority, whose role is to mediate (teach) them. Knowledge and goodness are perceived accretions of discrete rightnesses to be collected by hard work and obedience (Paradigm: a spelling test).

Position 2: The student perceives diversity of opinion, and uncertainty, and accounts for them as unwarranted confusion in poorly qualified Authorities or as mere exercises set by Authority "so we can learn to find The Answer for ourselves."

Position 3: The student accepts diversity and uncertainty as legitimate but still temporary in areas where Authority "hasn't found The Answer yet." He supposes Authority grades him in these areas on "good expression" but remains puzzled as to standards.

Position 4: (a) The student perceives legitimate uncertainty (and therefore diversity of opinion) to be extensive and raises it to the

status of an unstructured epistemological realm of its own in which "anyone has a right to his own opinion," a realm which he sets over against Authority's realm where right-wrong still prevails; or (b) the student discovers qualitative contextual relativistic reasoning as a special case of "what They want" within Authority's realm.

Position 5: The student perceives all knowledge and values (including authority's) as contextual and relativistic and subordinates dualistic right-wrong functions to the status of a special case, in context.

Position 6: The student apprehends the necessity of orienting himself in a relativistic world through some form of personal Commitment (as distinct from unquestioned or unconsidered commitment to simple belief in certainty).

Position 7: The student makes an initial Commitment in some area.

Position 8: The student experiences the implications of Commitment, and explores the subjective and stylistic issues of responsibility.

Position 9: The student experiences the affirmation of identity among multiple responsibilities and realizes Commitment as an ongoing, unfolding activity through which he expresses his life-style.

Student A, B, and C

To illustrate, in a college setting, Perry provides this vignette. (Developmentally, student A is least "developed" while student C is most developed. Student B is in the middle.)

> Let us suppose that a lecturer announces that today he will consider three theories explanatory of--(whatever his topic may be). Student A has always taken it for granted that knowledge consists of correct answers, that there is one right answer per problem, and that teachers explain these answers

for students to learn. He therefore listens for the lecturer to state which theory he is to learn.

Student B makes the same general assumptions but with an elaboration to the effect that teachers sometimes present problems and procedures, rather than answers, "so that we can learn to find the right answer on our own." He therefore perceives the lecture as a kind of guessing game in which he is to "figure out" which theory is correct, a game that is fair enough if the lecturer does not carry it so far as to hide things too obscurely.

Student C assumes that an answer can be called "right" only in the light of its context, and that contexts or "frames of reference" differ. He assumes that several interpretations of a poem, explanations of a historical development, or even theories of a class of events in physics may be legitimate "depending on how you look at it." Though he feels a little uneasy in such a kaleidoscopic world, he nonetheless supposes that the lecturer may be about to present three legitimate theories which can be examined for their internal coherence, their scope, their fit with various data, their predictive power, etc.

Whatever the lecturer then proceeds to do (in terms of his own assumptions and intent) these three students will make meaning of the experience in different ways which will involve different assessments of their own choices and responsibilities.

Perry's thinking--sensible and accessible--produced a developmental process model which has been tested and applied in the classroom and in counseling with exciting results. In 1980, Developmental Advising was the theme of the annual conference of the National Association of College Academic Advisors; William Perry was the keynote speaker.

It is hoped the theory, adapted from Perry and described here, can be applied to the career-counseling activities at SPC. The School seeks to provide thoughtful and practical career-planning services. It currently provides students with occupational information; encourages and facilitates self-analysis and aptitude assessment; and teaches decision-making skills and job-hunting techniques. It also offers direct referral services and acts as a liason between job-seeking students and prospective emplcyers. All of these services could multiply in effectiveness if they could be tailored, then presented, to the unique mind-sets held by student A, B, and student C.

THE SCHOOL OF PUBLIC COMMUNICATION

The Student Experience

The site of this examination is the 1,300 student undergraduate (Bachelor of Science) program at the Boston University School of Public Communication (SPC). Briefly stated, this school's curriculum consists of two years of primarily liberal arts survey courses followed by two years of increasingly specialized and applied (internships, labs, practicums, etc.) professional studies.

In the sophomore year, students make what is considered to be an important career decision: choosing and declaring "a major" or specialty area within the field of communication. This involves selecting a track (following a prescribed sequence of courses) leading towards one of SPC's five undergraduate degrees. Ranked by size of enrollment, these degree programs are: Mass Communication (MCO); Journalism (JO); Broadcasting and Film (BF); Public Relations (PR); and Broadcast Journalism (BJ). At that same time, students usually choose a concentration which, depending on the department, may be in liberal arts or in a more specialized area of communications (e.g., within the PR program one concentration is PR for Government).

The professional orientation at the school is strong. Generally, students move directly into the job market following graduation. So, the senior faces a battery of career choices in terms of industry, job

types, and entry level positions.

The demands in the student career experience include then:

Freshman Year:
- -First communication course at college level
- -If considering journalism, take newswriting course

Sophomore Year:
- -Select major
- -Consider minor
- -Begin divisional studies

Junior Year:
- -Courses become increasingly:
  - Specialized
  - Applied
- -Confirm minor
- -Internship (elective)

Senior Year:
- -Choices regarding:
  - Industry
  - Field
  - Job type
  - Entry level
- -Search for job
- -Negotiate with potential employers
- -Accept job offer

SPC Career Services

SPC services are comprehensive, including providing occupational information; assisting with self-assessment; teaching job search techniques; and providing access to the alumni network. Other Boston University services include aptitude and interest testing and decision-making workshops.

Below is a chronology listing SPC activities and resources which relate to careers. The list includes only major items and attempts to list them in the order to which the student would come in contact with them.

High School:
- -SPC Open House

Freshman Year:
- -Orientation
  (includes parent's session)
- -Peer Advisors (upperclassmen)
- -Academic Advisor

Sophomore Year:
- -"Declare Your Major" meeting
- -Self Assessment Workshops
- -Appointments with academic advisor

Junior Year:
- -"Value of an Internship" seminar

Senior Year:
- -Career Services Office
  - career counseling
  - resume and job hunting instruction (slide/tape)
  - appointments with counselor for:
    - resume critique
    - portfolio preparation
    - interviewing techniques
  - resource library
  - Seminar in Career Planning
- -Alumni/Career Operation
  - Dinners with alumni
  - "How to Get a Job" seminar
  - Alumni Directory

Applying the Developmental Model to Career Education and the School of Public Communication

The Perry model contends that development (termed cognitive growth and stage development) is effected by an appropriate combination of challenge and support. Widick, Knefelkamp and Parker (1975) proved that in a classroom, growth could be "induced" by first determining a student's stage and then by carefully and appropriately varying support and challenge.

Knefelkamp and Slepitza (1976) applied the Perry model to career development and found nine areas of qualitative change which relate career and cognitive development (e.g. locus of control, analysis, synthesis, openness to alternative perspectives, the ability to assume new roles).

Touchton et. al. (1977) reasoned that career issues were important concerns of students and that students are willing to devote considerable effort to career exploration.

Touchton offered a career education course for credit at the University of Maryland which utilized a double developmental approach. First, alternating challenge and support came in the form of (a) degree of structure; (b) amount of diversity; (c) direct and vicarious experence; (d) and degree of personalism. (Note that whether some of these function as support or challenge may depend on a student's Perry position). Developmental instruction matching the Perry scheme approach that Knefelkamp and Widick had developed was used utilizing the career work of Knefelkamp and Sleptiza.

The results were measurable stage growth in students beyond that achieved by students in a similar but non-developmentally taught career education course. Exploration in this area has manifold positive implications for higher education.

Application to the School of Public Communication

This paper is not so ambitious as to propose a method for inducing growth in 1,300 undergraduates. Rather, it seeks to create a framework whereby the institution can meet and work with the students at their present level of understanding. Thus, the objective is to assist the students in their own growth. Whereas Touchton designed for a single classroom, this paper analyzes a school-wide environment for potential growth-supporting or blocking factors.

Although neither Knefelkamp, Slepitza, nor Touchton addresses this issue of blocking, it can be logically reasoned that an inappropriate mix of challenge and support at the School of Public Communication (or any school) would result in cognitive growth and career-understanding which was (a) slower than optimal; (b) non-existent; or (c) backwards. The Perry model did explore this last option, in which a student 'temporizes' (remains fixed at one stage for at least one academic year) or "escapes" or "retreats."

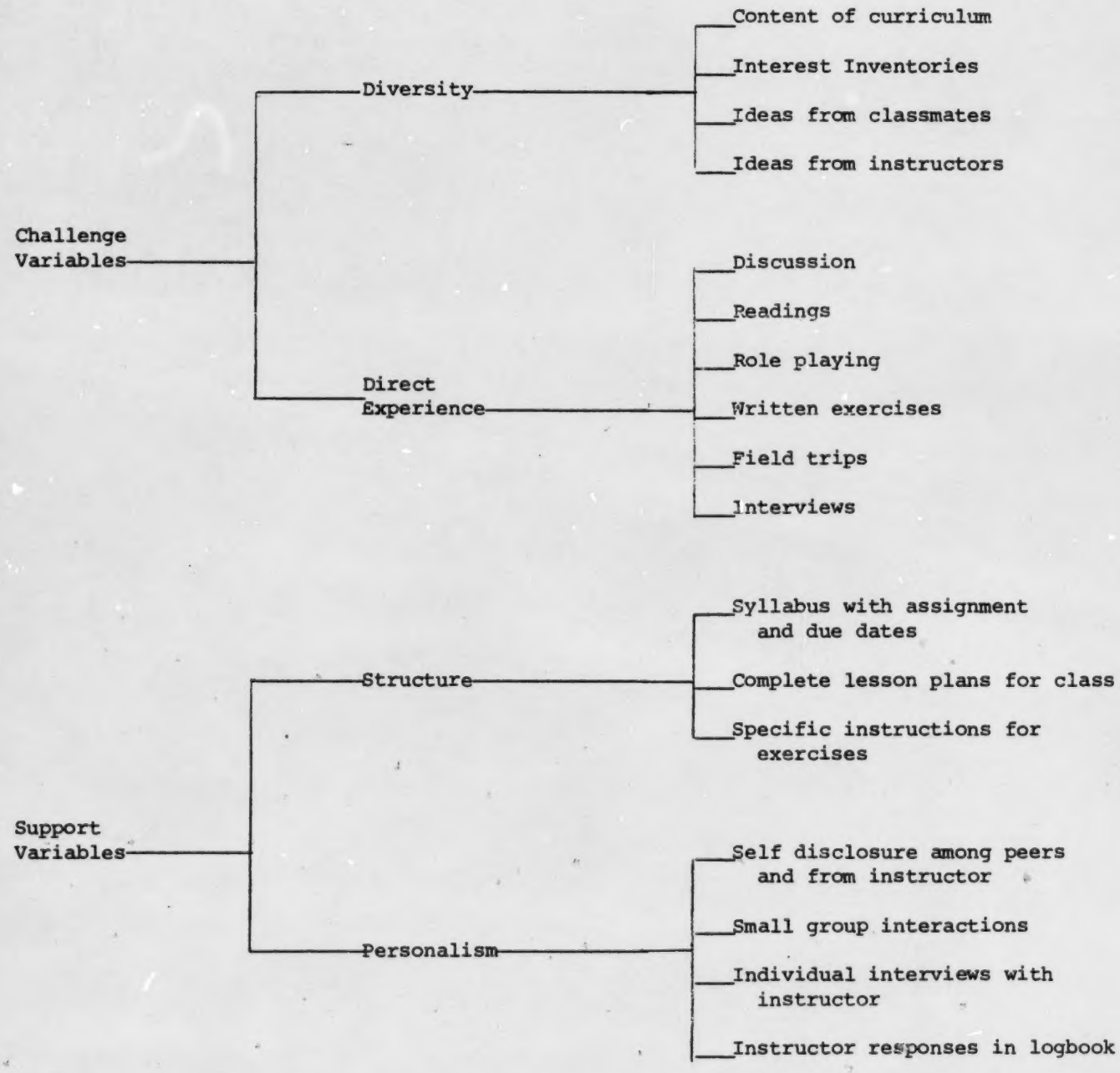
It is very unlikely that career issues, even when poorly presented, could stop growth in a student. What is likely, however, is that career issues, which are of great concern to college students, when properly presented will support cognitive growth in ways that academic exercises and even peer interaction cannot. This, then, could lift career education from a second-ranked student-support function to a more highly regarded educational endeavor to promote in students "an identity based on qualities such as

Touchton

SOURCES FOR CHALLENGE AND SUPPORT

FOR STUDENTS IN DUALISM

(Stages 2 & 3)

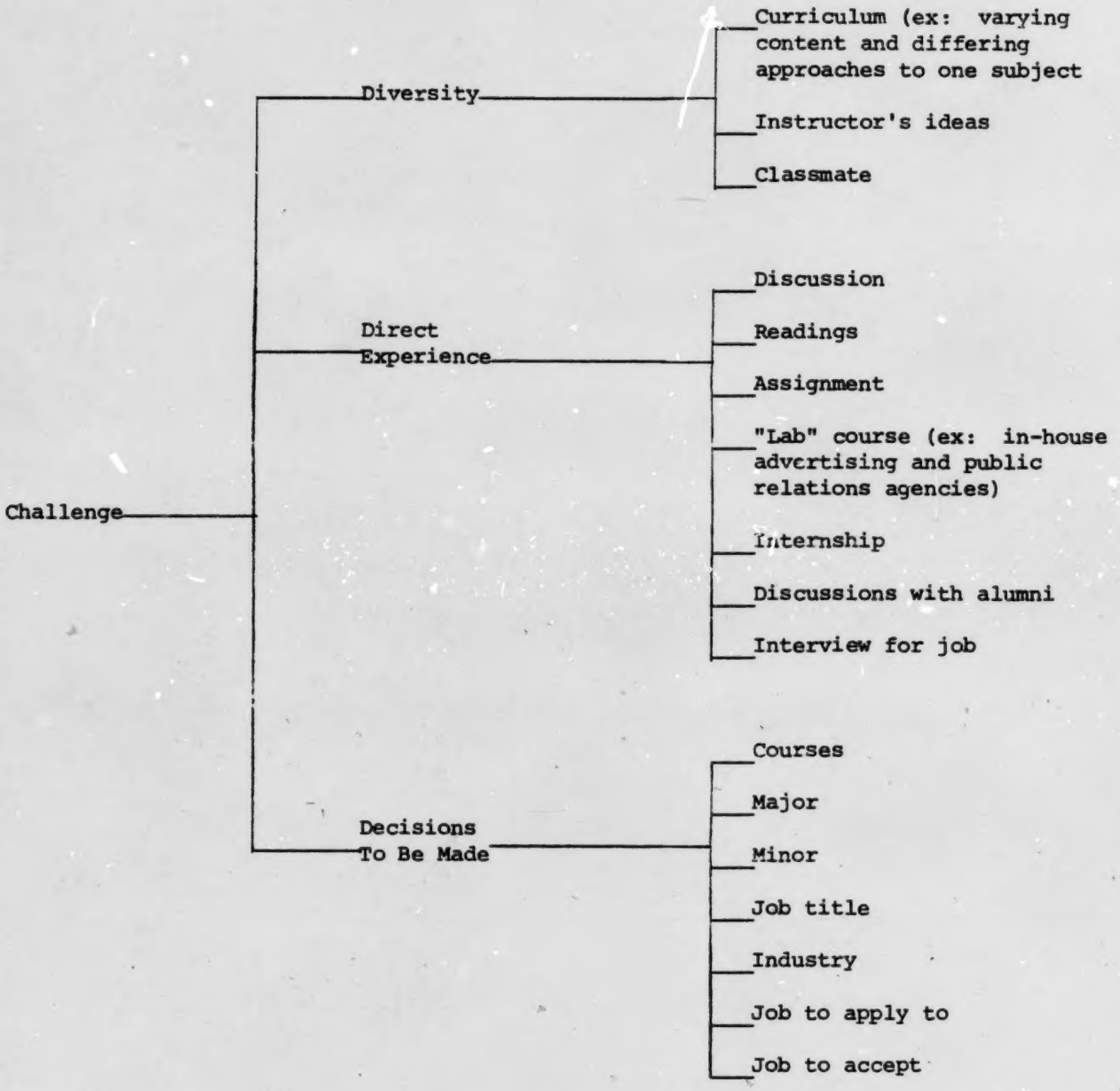


flexibility, creativity, openness,experience, and responsibilitiy," which Sanford (1967) argued was the proper role of an educational institution. Perry would describe this as stage development or, simply, as growth.

Extrapolating Touchton's work, based on Widick, Knefelkamp and Parker (1975), (designed for the classroom) to an analysis of challenge and support in a school-wide environment calls for some adaptation. It must be expanded beyond its dualistic orientation and a third category of challenge factors entitled "decisions" (choosing a major, for example) must be added. The chart on the following page uses Touchton's frame but substitutes SPC challenge factors.

School of Public Communication

Career Challenges



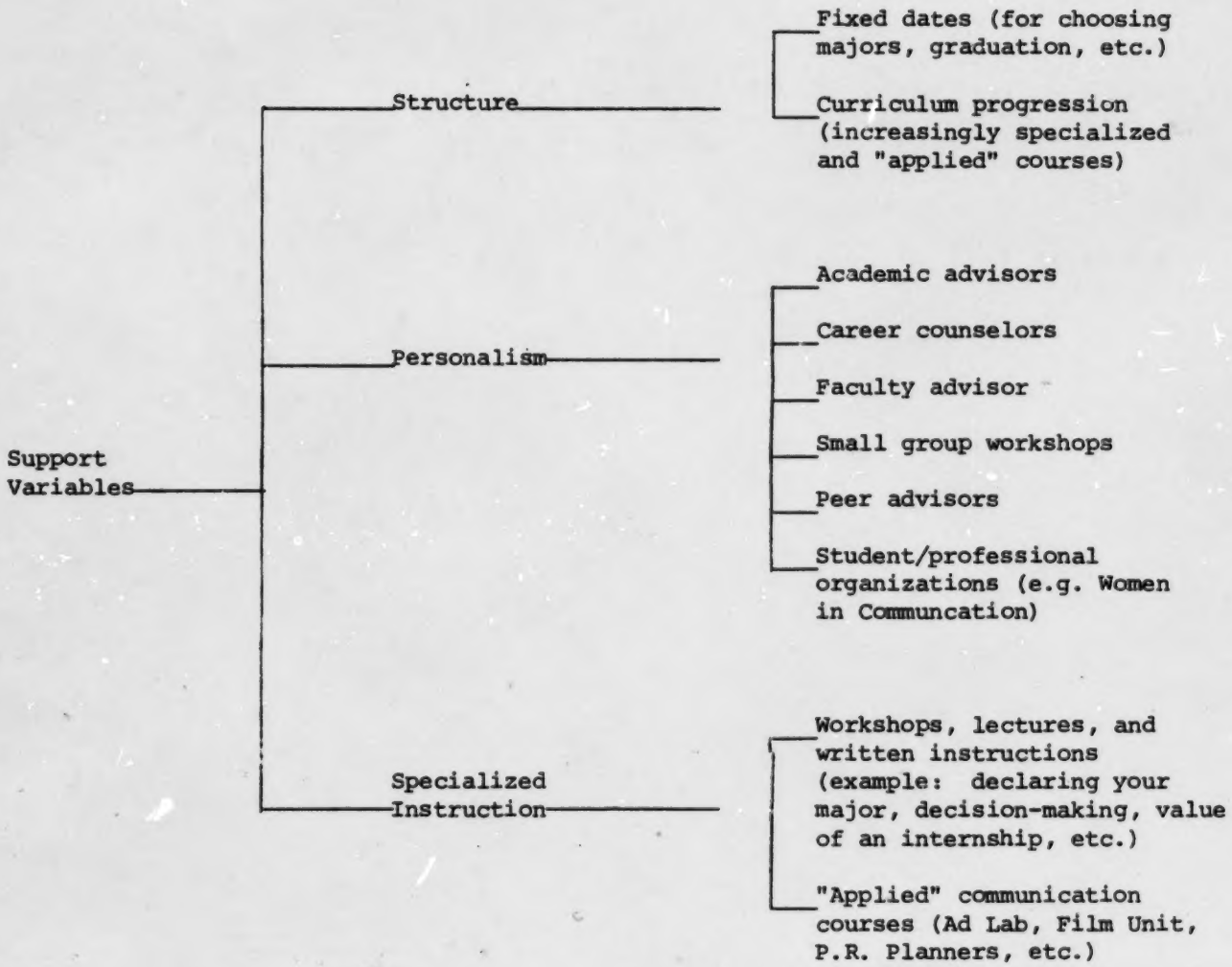
The school can and does adjust challenge factors if necessary: a professor can "ease up" on a student or an academic advisor could allow a sophomore declare two majors thus granting him an extra semester to further explore and to decide. Generally, however, challenges cannot be averted or altered: the academic calendar, program sequence, and graduation date are all firm.

Within these constraints then, the School will create a better developmental environment through additional, improved, and more timely support services for students. Small things would happen. For example, (a) a professor, alerted to a high-challenge time for his sophomore class (the November 1 deadline for declaring a major) might take a moment in class to reflect on his own career decision and patterns. Or support efforts could be large-scale: the sophomore class, preparing for November 1, meets en mass to receive specific instructions on how to file their declaration forms, locate and approach their new faculty advisors, etc.

The examples demonstrate how the support variable of (a) personalism and of (b) structure could be altered. SPC's formal support services and activities are listed below to show how they accommodate the Touchton model. A category of "special instruction" has been added to the model Some items fit two categories.

The School of Public Communication

Support Variables


Support Variables
Structure
Fixed dates (for choosing majors, graduation, etc.)
Curriculum progression (increasingly specialized and "applied" courses)
Personalism
Academic advisors
Career counselors
Faculty advisor
Small group workshops
Peer advisors
Student/professional organizations (e.g. Women in Communcation)
Specialized Instruction
Workshops, lectures, and written instructions (example: declaring your major, decision-making, value of an internship, etc.)
"Applied" communication courses (Ad Lab, Film Unit, P.R. Planners, etc.)

At this point the average student career experience has been plotted. So has the average student development progression, according to Perry. The two items can now be integrated on a single main chart (page 24). The results reveal certain key transition points: when an institution can expect turmoil and, conversely, when there will be harmony; the seasons to plant and those for harvesting ideas and inclinations; the time to support and the time to challenge.

Concerns About "Averaging"

Before drawing any conclusions from the main chart (pg. 25) two problems must be examined. First, how can the developmental state of an "average" freshman or sophomore be assessed? Secondly, does assistance directed toward that average group based on the class average discriminate against--or impede the progress of--classmates who are "ahead" or "behind" developmentally? At the University of Maryland and Ohio State, Knefelkamp and Widick found student stages could be put against class rank. Before SPC inplements an extensive program based on assigned stage by class, experts would need to be consulted about averaging and sampling done to statistically place SPC undergraduates.

The concern would then arise that students who were ahead or behind their classmates would suffer; they would find career programs not aimed at them. One response is: the system would be better than the present system in which staff uses intuition in assessing what a student or student group can understand. Although intuition is invaluable in dealing with college students, diagnostic and prescriptive techniques could only enhance staff ability. Trained in these techniques, a staff member addressing a group of sophomores could know their stage norm (stage 3 & 4), high and low ends (perhaps stages 2 and 6) and percentages of students at the various stratifications. (The stage numbers above are given only as illustrations).

Two Group Approaches to Students A, B, and C

A look at a group interaction which involves a staff member and Perry's students A, B, and C is helpful. The meeting is shown conducted (a) without regard to developmental stratification

and (b) following a developmental model which considered stratification and responded with appropriate words and concerns and instructions.

The counselor (a),talking to a small group of sophomores about issues involved in declaring their major, intuitively addresses them as stage 3 students (which includes our student B). For them his message rings true: he acknowledges their anxiety, verbalizes their concern for the future, and then begins to plot for them a process through which they can arrive at a good decision. Meanwhile, less advanced (stage 2) student A might wonder what was wrong with this counselor? He is an "Authority" on communication careers, so why does he sound so confused. Why the long list of items to sift and sort? How is a student to use this group information to use the exact right career for himself?

Sitting across the room is student C, developmentally (relatively) advanced at stage 5. He listens to these simplistic instructions and wonders "how does this help me evaluate the many many possibilities open to me." He wants to find answers by exploring, by doing. His reaction to the meeting: boredom.

To complete the scenario, soon after the meeting, student A and then student C appear at the door of the Advising Center to request individual appointments with an advisor.

SPC advisors' comments will bear out this story. Recently one commented that all he saw were students who were "out of sync," In fact, they were not 'in synchrony'with the developmental stages of their classmates. A second advisor worried that she saw only "the real good ones and the real mixed up ones" and felt that perhaps more should be done, on an individual basis, for the middle group.

Now (b) the same meeting, the same characters, but the group presentation

is developmentally designed. It serves all three students. The gist of the message would again be targeted to the majority(stage 3) students. However, cues and then instructions could then be provided students A and C. For example student A, looking for that right/wrong answer, would tune in to the statement "if don't think you know the right career for you, then attend the special 'Right Career' workshop." Student C would be more attuned to something sounding like, "If you are concerned about limiting yourself....want to talk about all the possibilities open to you, want to reflect... then see Mr. X after the meeting for the special 'Reflection workshop.'"

This second sketch is simplistic, but it demonstrates a developmental approach. There are many benefits: students A and C are less likely to feel there is something wrong with them in that they needed individual advising. If these students were at a bashful stage they might even be too shy to come to the Center for the help they need. A second advantage is that student A and C could be put into groups where they would benefit from peer commentary on the situation. (It might even be necessary to 'seed' lower groups with higher-stage students who could act as role models). A third advantage is that effective sorting into groups would conserve the time of advisors. Especially during peak student decision-making periods they could isolate and concentrate on individually counseling needy or high-anxiety students. This could help the individual and also the group from needless hysteria, which can be highly contagious in student group situations.

This vignette demonstrates how applied developmental techniques could benefit the student, the class,and could allow counselors to focus their efforts.

CHARTING DEVELOPMENTAL STAGE AND DEMANDS

The purpose of the main chart (pg. 24) is to display the undergraduate student population of the School of Public Communication in terms of their (a) class rank, (b) likely developmental stage, and (c) the career demands being made upon them.

As the chart attempts to impose a rigid structure on a vast pool of intellects, emotions, and experiences, distortion is inevitable, especially assigning an "average" stage to a class.

Extrapolating from Ohio State and the University of Maryland date, classes would be expected to be divided between stages as indicated below. Parentheses indicate movement of the class toward or away from the enclosed stage.

School of Public Communication --Estimated Stages

Class Rank	Estimated Stage
Freshmen	2, 3, (4)
Sophomores	(2), 3, (4)
Juniors	3, 4, (5)
Seniors	(3), 4, (5)*

To simplify the chart to avoid having to make infinite qualifications on every statement, and to assure that a wide range of developmental stages

---

* As most undergraduates do not move beyond stage 5, stages 6-9 will be de-emphasized.

from two to five is displayed, it has been decided for this examination to assign the stages listed below.

School of Public Communication--Assigned Stages

Class Rank	Assigned Stage
Freshmen	2
Sophomores	3
Juniors	4
Seniors	5

While this allows the model to be explored, it means that implications and recommendations made about how to deal with any given class should be considered cautiously until the SPC undergraduate student population can be better assessed as to where they stand in terms of Perry stages.

The following chart lists, from left to right, academic rank, assigned stage level, characteristics of the stage and demands made upon a given class.

MAIN CHART

School of Public Communication: Stage Abilities and Career Demands

Class Rank	Assigned Stage and its Characteristics[1]	SPC Demands
Freshmen	Stage 2: -possibility of right/wrong career decisions causes anxiety and leads to dissonance in the decision-making process; minimal understanding of that process, and only to the extent outlined by counselor	Attend Fundamentals class Decide: journalism writing or visual course
Sophomore	Stage 3: -realize greater possibility of right/wrong career decision, increased anxiety; realization decision process more complex than once thought; processing expands to include a greater self vis-a-vis others; ready to begin elements of analysis in decision-making process; career/education decision-making process takes a future orientation and hopefulness that in the end a good decision will be made	Declare major Begin professional courses
Junior	Stage 4: -right/wrong decisions based on more complex weighing of components found in stage 3; multiple possibilities and multiple good choices; need to prioritize in terms of both internal and external sources; self still not the prime mover (locus of control) but is included with external factors	Professional and applied courses, lab and internship possibilities
Senior	Stage 5: -"primary flip": locus of control shifted to internal; old "authorities" can become useful resources but self is prime focus of decision-making process; analytic skills applied to career decisions; able to detach and weigh the multiple possibilities; beginning to synthesize and form own process, able to accept responsibility for career decisions; exploring, doing stage; starts with multiple possibilities and ends with need to create personal order and clarification with respect to decision process	Begin job search Select and apply for jobs Accept job

(For reference, stage 6: tiring of multiple legitimate alternatives once seen as freeing and now seen as chaotic; realizes choosing is way to order the chaos but not ready to commit; reflects on implications of commitment.

Stage 7: realize and experience that choosing a career is a personal commitment to self; joy of watching themselves integrate self with what was once perceived as polarized choices; theme of "What I am about..." flows through conversation, integration of self and career roles)

1. Characteristics description adapted from Knefelkamp and Slepitza (1976) Underlines inserted.

MAIN CHART

Major Implications

Outstanding Mismatches

In comparing students' cognitive abilities with career demands, two startling mismatches appear:

1. Sophomores (assigned here to stage 3), with their limited analytical ability, reliance on authority, and relatively high anxiety level could not be expected to handle easily a complex and important decision such as selecting a major.

2. Seniors (stage 5) are open to possibilities, they want to explore. Instead they must narrow down choices and make a commitment.

This does not say society should alter the education/career calendar for college students to delay demands until students are absolutely ready. (In fact, in most civilizations eighteen-to twenty-year-olds are well set in careers and are on into family-raising). In fact, delaying career decisions is not only impractical but appear undesirable: the model of development used in this paper recognizes challenges act to bring about growth.
act to bring about growth.

Nevertheless, as surely as challenge is necessary to growth, so is support. Having spotted potentially dangerous crossings of cognitive and career paths in a student's life, it is important to help them at those crossroads. People who could help (e.g. Staff, professors, and parents) would benefit from understanding the developmental reasons why students hesitate to take seemingly appropriate career steps forward. These potential helpers might find greater patience realizing it is not, perhaps, so much laziness as a haziness which prevents the students from stepping forward. It might not be so much a lack of courage on the part of a student but a God-given sense of self-preservation which prevents him from stepping onto the battlefield of vocational issues in which he sees himself as

powerless and unarmed...and probably blindfolded as well. For these reasons, it is recommended that those responsible for college students be acquainted with the student's developmental world.

Locus of Control

In looking at the chart, the issues of powerlessness emerge strongly. The college students barely reach a developmental level in which they, as individuals, feel that they have control of their world. For most of their college careers, the locus of control is perceived as external, as lying with forces such as parental admonitions, and job market pressures.

From this observation a second recommendation arises. If external forces are perceived as so important, then the college should assist students in sorting and rating these forces. For example, all Americans share anxiety about the current economy. Sophomore Americans, who see themselves totally at the control of external forces might award economic concerns the highest priority in the decision-making process. This might be done at the cost of critical factors including personal aptitudes and interests. SPC staff might inform economics professors of this tendency and work with them in maintaining student perspective. Staff could help relate a changing economy to specific occupations students might be considering. True, this increased emphasis on economics might tend to make it loom even larger in student minds. But carefully done, it might replace "feelings" about the economy with facts about the economy. At the same time it could engage a sophomore's budding analytic abilities.

Another interesting implication of locus of powers is the role that parents will have played and will continue to play in affecting student

career decisions. Realizing this important role, a way should be found in which staff provides parents with information on the demands the school is making on their sons and daughters regarding career decisions and then go on to provide factual information on careers so that parents have a base of knowledge regarding communication careers.

Involving parents in career education efforts seems to be highly recommended, yet few educational institutions appear to use them as a resource.

The Role of Counselors

Another major implication of the model is that counselors, career counselors and academic advisors are expected to play an almost infinite range of roles depending upon the developmental state of the student in their office.

Looking to Knefelkamp and Slepitza (1976) we find examples of the many different people that students see sitting in a counselor's chair when they discuss careers.

A stage 1 student (not likely to be found in college) has little dissonance in making career decisions due to absolute reliance on external authorities. The counselor is viewed as the Authority. A stage 2 student has realized the possibility of right/wrong career decisions. The counseling process is somewhat more tentative; the counselor is seen as either an Authority or as a person who can provide the test which determines the "right" answer. In addressing the student, the counselor must be simple, straightforward, and clear if the student is to accept him in the decision-making process. A stage 3 student realizes a greater possibility of making a right/wrong career decision. This student is likely to have increased conflict and anxiety having recognized that the process of making the right decision may be more complex than originally thought. The student, having

realized things such as values, begins to analyze and to figure how the self and self-values relate to choosing a career. This student views the counselor role as providing the process and the student's role as that of a participant in the process.

A stage 4 student may still be looking for a right/wrong decision but realizes that this involves a more complex weighing of the components discovered in stage 3. The counselor is seen as the source for helping the student prioritize. Stage 5 students can be dramatically different from their predecessors, in that the locus of control in their lives has shifted from a basically external reference point to a predominantly internal one. Teachers, parents, and the counselor, who have been the prime resource in decision-making, continue to be helpful but the student now becomes the prime focus. He begins to utilize the skills of analysis in his approach to his own career decision-making; he is capable of examining a variety of career possibilities, of seeing himself in a variety of roles. He becomes able to accept responsibility for their career decisions.

Stage 5 students use the same process that they used in stage 4 but tailored to meet their own needs. They can look to a counselor as an experienced, knowledgeable source (but not an unquestioned authority) who can assist them as they create this process. Stage 5 is an exploring/doing stage. It begins with the realization of the recognition of multiple possibilities and ends with the need to create personal order.

Stage 6 students have begun to tire of all legitimate alternatives realized in stage 5. Alternatives that were once seen as freeing in their quantity and legitimacy are now experienced as chaos. The student now realizes that the only way to order the chaos is to choose; however, the student is not ready to commit himself to a career and, thus, wishes to

reflect upon the necessity of making a commitment. This student might be expected to see the counselor's role as one of helping the students to engage in a reflective process.

Semantic Cues for Counselors

How can a counselor know the stage of a student and thus respond appropriately? Knefelkamp and Widick designed an instrument to Perry rate students which uses a paper-and-pencil test and panel of trained raters. Knefelkamp and Slepitza adapted that instrument to career applications. These two instruments have now been combined. They both are somewhat complex. Fortunately, Hillman and Lewis (1980) have devised what might be called a "semantic short-form." Students are assessed by the words they use, by how they relate to evaluation, and by what they asked for as well as other factors. For example, a stage 2 student might be expected to open with an "I got a letter which told me..." indication of his relation to authority.

A stage 3 student, who, because of his concern with process, would be expected to be concerned with evaluation might open, "It's not fair that...".

A stage 4 student, dealing with the fact that multiple good choices exist, might be expected to adopt a "Do your own thing" type attitude, insisting that, "My ideas were as good as his..."

Finally, the stage 5 student, actively engaged in self-processing, might offer that, "I enjoy working because..." As this student is attempting to tailor the decision-making process and could regard the counselor as an experienced and knowledgeable source, he might identify his stage and particularly endear himself to the counselor by asking, "Perhaps you could share with me some ideas...".

The recommendation here is that counselors should expect everything, and should be ready for anything. Further, they should "tune their ear," so they can determine the needs of and respond effectively to the wide

range of student cognitive levels. The developmental model and its diagnostic and prescriptive techniques are powerful tools in working with individual students on career issues.

ANALYSIS: FROM FRESHMAN TO SENIOR YEAR

The main chart (pg. 24), with its stages and demands, tells a story about undergraduate life.

The Freshman Year

Stage: Assumed to be at stage 2, the student sees the world in "right-wrong" terms. Diversity is perceived as confusion of poorly qualified authorities, although some may see diversity as an exercise set up by authorities (professors) to have students find the right answer for themselves.

Challenge: The career demands placed on freshmen are light. They are told they will register for BF 101, Fundamentals of Communication, a course which does not introduce comparative career issues.

Midway through the first semester, students register for the following term. They are offered a simple choice "If you intend to be a journalist, take Basic Newswriting; otherwise, take Visual Communication." Neither deals substantially with careers.

Analysis: Little career demand is interjected into freshman life which is appropriate given their change in lifestyle and the tremendous diversity they must adjust to in the dorms.

In terms of support the School offers a fair amount of personalism

for its size: large lectures are accompanied by small discussion groups; the BF 101 Professor meets at least once with each student; peer advisors are available at registration/decision times; and , students with questions are invited to make individual appointments with academic advisors.

The support variable of structure is also used: registration processes are well defined; there is little choice in communication course offerings. Even in selecting liberal arts courses, students have a list of requirements and for most the only decision is the sequence to put them in.

The Sophomore Year

Stage: Assumed to be at stage 3, students may be characterized by increasing conflict and anxiety; an inclination to judge self against others; and the beginning of the development of analytic abilities. Students can also be expected to have a greater future orientation.

Challenge: First semester sophomore year students face the career decision to date: choosing one of five degree programs. This must be done within seven weeks of starting the year.

Analysis: It would be expected that sophomores would struggle anxiously in the short time available to find a process which would allow them to choose the "right" career. They would have great concern about choosing the "wrong" major and getting on a career path which will lead them hopelessly astray. They would look to external variables such as the economy, parents, professors, and counselors for indications as to how to make their choice.

Recommendations: The academic curriculum is designed so that choice must be made at this time. It is unlikely that this will change. Therefore, the Institution should (a) prepare students (b) support them

in the decision-making process; (c) protect them as best possible from rising levels of anxiety which would traumatize them; and (d) try to support those stage characteristics of "looking for a process" and "future orientation" and the beginning of consideration of self which will be more fully realized in stage 4.

Preparation for a major decision at such a "low" stage is not easy and there is little time from the onset of school to when the decision must be made. What might be done is to start work second semester freshman year. Given the stage level the most appropriate activity would appear to be orienting these freshmen to appropriate authorities such as their academic advisor and the School's career counselor. Hopefully, when they reach for help in choosing a major, they will then look toward these informed, sympathetic, and well-prepared resource people. These "authorities" can work with sophomores in small groups which look for a process. Looking toward a future stage of development, the counselor can encourage consideration of self (interests and aptitudes) as well as external considerations as part of the process.

Protection should be offered to sophomores in that the Advising Center should be prepared to intervene when individual students become overly anxious.

Professors and residence assistants can be trained to spot and report trouble. The Center can intervene with individual counseling and, if necessary, academically. For a limited number of students, the Center can arrange to have the decision about a degree program

Finally, stage 3 does have characteristics which would complement the situation. In that most students are being forced to make a decision, there can be hopefulness that in the end the decision will be a good one.

This good outlook can allow the student to look toward their future and consider the many possibilities it holds and the many roles it will offer them. Student "hopefulness" should be supported by advisor "optimism."

Sophomore year, semester 2: At this time, students begin professionally oriented courses (e.g. Writing for Public Communication, Principles and Practices of Journalism). Professors in these courses should be aware that sophomores will be carefully considering both the professor himself and course content as they try to confirm that they have made the "right" career decision in choosing the department. Students at stage 3 are particularly concerned about evaluations so the professor may be surprised by strong student reaction to their appraisals of personal skills and aptitudes.

Before moving on to the junior year, it is interesting to consider how developmental stage may affect student choice of degree programs. SPC program titles are Mass Communication, Journalism, Broadcasting and Film, Public Relations, and Broadcast Journalism. Mass Communications currently has the largest enrollment. While many factors (e.g. faculty reputation, equipment, etc.) play a part in attracting students to a department, it seems likely that "Mass Communications," which is perceived as the broadest of the departments, would attract students unable, or unwilling, to decide and commit. In other words, how many sophomores choose Mass Communication and how many end up there by not choosing to define or limit themselves to a program such as Public Relations, which bears the name of a more narrow occupational field.

The Junior Year

Stage: For this examination it is assumed juniors are at stage 4.

Increasingly, elements of self are being included in the decision-making process. Students are able to detach themselves from the decision-making process and proceed in an objective manner to examine many possible options. They can see themselves in a variety of roles. Later in the junior year, as they approach stage 5, they would become increasingly interested in exploring the multiple possibilities which lie before them and to learn by doing.

Demand: Little is asked of juniors. Their degree programs are well defined. They confront "career" in an increasing percentage of applied-type courses and work in advertising, public relations and radio in-house laboratories. This plays to their "doing" orientation. Late in the junior year, or the following summer, many SPC students take on internships.

Analysis: This paper, in its attempt to study the alignment and internal environment over time with the use of charts might seem to resemble a sort of horoscope. In those terms, juniors and staff should "make hay while the sun shines", given the fortuitous alignment of developmental stage and demand, particularly in the later part of the year as a student moves toward stage 5.

Recommendations: Encourage students to take advantage of labs, internships and, if appropriate, opportunities such as study abroad. That is, encourage exploration and doing.

Also, encourage exploration of the mind. At stage 4 the world explodes outward with possibilities. Soon the student will become particularly conscious of self standing amidst the possibilities and will want to relate. This is a good time for self-analysis and discussions of

values. The junior year can be a happy haven; the tough degree choice lies behind and the job search is still off in the distance. But unfortunately, complacency is dangerous as the senior year, when it comes, brings change in almost every aspect of the SPC undergraduate's life.

The Senior Year

Stage: Movement to stage 5 is a significant step. Perry referred to it as "the cognitive flip," in which values are disconnected from the concept of truth and absolute correctness. Most important, the locus of control has shifted to within. Hillman (1980) offers that students are enjoying where they are ... expanding their horizons, testing themselves, learning new ways to see the world. There are scary moments here, an occasional sense of loss and insecurity as foundations have disappeared. But, by and large, stage 5 students can be expected to feel strong.

Demand: This feeling strong is important, because there are few experiences as demanding as the transition from college to work. Leaving home to come to college was scary, but the student was coming to a well-defined environment (campus) for a finite period (four years), usually with a specific goal (earn a degree).

Leaving college -- hurtling out of a sixteen-year-long educational pipeline -- might be seen as blasting into a void. In retrospect, coming to college was a simple (at stage 3) right/wrong decision. But now, students realize infinite possibilities. There are so many paths.

The junior year is the time to prepare, as the demands of senior year are tremendous and pile atop each other: choose an industry, a

field, and target a job by function (e.g. marketing, sales, writing) and then select an appropriate job rank which appears to be a reasonable entry level. All this, as well as winding down an academic career and leaving Collegetown, USA. Hillman suggests counselors working with stage 5 students should ideally "legitimitize explorations and their needs and not to make commitments." This collides head-on into counselors' responsibilities of getting students psyched for the job market. A primary task of counselors is to facilitate narrowing-down and choosing. If there's fear in stage 5, it is the fear of narrowing down. With a sad smile the counselor says, "It's scary," while everything else tells the Senior, "It's time to move on." Most institutions regard this as the time for workshops in resume writing, not decision-making.

Recommendations: While the institutional focus may be on providing occupational information and teaching job-hunting techniques, it is important to once again prepare, support, and protect. The most important task is preparation which should be short, medium and long-range. Short-term efforts should prepare the student to make decisions leading up to the acceptance of a job. Exploratory workshops are valid but should mix self-evaluation with decision-making so as to emphasize self interests and aptitudes as valid and important in making career decisions. The stage 4 lessons in weighing, examining and prioritizing are used again but on increasingly specific decisions (e.g. listing the pros and cons of a job offer).

Having assisted the student in selecting and connecting with the right job, medium-range preparation would focus on making that first job work. A recent grad returned to the School and told already shell-

shocked seniors, "If you think leaving school is hard, just wait until you try to enter an organization ... " Some call this phenomenon "reality shock." Schien (1978) refers to this as the socialization stage. He identified five major tasks awaiting the graduate:

1. Accepting the reality of the human organization
2. Dealing with resistance to change
3. Learning how to work; coping with too much or too little organization and too much or too little job definition
4. Dealing with the boss and deciphering the reward systems; learning to get ahead
5. Locating one's place in the organization and developing an identity

A school which recognizes the mission of higher education as preparing students for productive lives or one which wants to maintain a reputation with employees (especially then professional schools) will work to assist in the transition from formal education to the world of work.

Long-range preparation should include teaching "career" as an on-going process -- more of an unfolding of patterns than of a piling up of discreet jobs. This preparation should also contribute to a balanced concept of work and leisure, family and career.

This concludes the analysis of developmental state and School or Public Communication career demands.

ADDITIONAL ISSUES

The issues involved in designing a comprehensive developmental career program at SPC are many and only a few made it into this paper. Others of significance include:

Impact: The finished paper, with its references, charts, and its optimistic tone, creates the impression that SPC is now or could become the primary career and developmental influence for a young person. Some researchers express deep scepticism about college's ability to make almost any affective change: "despite a very great deal of research ... the evidence is preponderantly of weakest associations between college attendance and fairly trivial varieties of non-intellective change in students." (Bidwell 1975). In fact, a student's inclinations, aspirations, and even abilities may be fairly fixed by the time SPC's acceptance letter arrives. This is discouraging news for student personnel responsible for career programs and their career paths. But in adopting this developmental approach, by dedicating themselves to "working with what the student has got to work with," their impact can only be increased.

Aspirations: As was mentioned in the preface, this paper does not deal with aspirations. Not only does a student select a field but he consciously or unconsciously targets a job entry level and aspires to a particular job pinnacle.

Can a comprehensive developmental model of career planning alter these levels of aspirations? Should this be a goal of the institution? While everyone would agree that an ideal job should be productive, satisfying and economically rewarding, many parents and deans would be united in a desire to see their students aspire to corporate presidencies and the higher positions of power, influence, and visibility. This issue should be explored developmentally -- not so much for the sake of parents and deans but in acknowledgement that long before the world might try to confine us, most of us have accepted shackles of self-doubt.

We are bound by class consciousness, confounded by mental complexes which pull us back even as we approach our goals. The self-imposed psychological barriers confronting SPC students deserve the attention of career-planning personnel.

Women: A separate but related area is the different perceptions and needs (and career paths) of male and female students. SPC Journalism Professor Caryl Rivers recently joined with an ever-increasing number of academics, social scientists, and business men and women when she co-authored the book, Beyond Sugar and Spice. She claims we have raised daughters unable to cope with -- or compete in -- the real world. She looks to the relationship between mothers and daughters; between daughters and fathers. It looks to the playing fields of childhood to discover how women in American society are limited. And the book examines a major problem in female adolescence -- the "dropping back syndrome."

SPC career programs must be examined to see that they are free from sexual (as well as racial) bias. Career programs should also address the unique problems of women communication students.

The Media: A paper dealing with careers and communication students would be remiss not to acknowledge the unique influence of the media -- especially TV. Without question, young people collect strong career images in televisionland; a bizzare place where 20 per cent of the men work in law enforcement.

SPC is in a unique position to do something about this occupational distortion. And in fact, the School might be able to turn television into a career teaching tool through application of its recently developed Critical Television Viewing Skills curriculum -- a program which teaches adults the strengths and biases of television.

Interpersonal Communication: This paper focused on process: how career information was sent, received, and acted upon. It dealt sparingly with the content of a career education program.

SPC currently uses the full range of career educational activities, including providing occupational information, assistance with self-assessment, and putting students in touch with the School's alumni network. One new emphasis seems indicated that students learn the most effective interpersonal communication skills. Schein, in Career Dynamics, held that it is critically important for an individual to get across his own self-assessment of his abilities, needs and values while searching for and securing a job. He recommends writing and speaking skills be developed for this purpose.

Although elements of this training appear throughout the SPC curriculum, it seems appropriate for the career office to offer the training. A good approach would be role-playing which, in addition to sharpening skills, would be developmentally beneficial for more advanced students (eg. stage 5) who, with their increasing ability to utilize vicarious experience, would enjoy and benefit from the opportunity to "rehearse" making decisions.

CLOSING COMMENT

The purpose of this paper was to systematically examine what happens when a communication student is confronted with a career challenge and to attempt to find the best role the institution could play in fulfilling its mission of developing the student and equipping the young professional for a productive future.

Bowen, in Investment in Learning, indicated some good career things the college experience might bring an individual. Schein, in Career Dynamics also looked to the future and noted the worst that could befall an individual, that "the biggest danger to the individual in tomorrow's world is that he or she will feel increasingly powerless in the face of a complex society, monolithic organizations, and unpredictable labor markets."

The definition of "development" which opened this paper held that it was changes taking place in the mind which contribute to the individual's increasingly complex manner of interpreting his world and allowing him to integrate and act.

Looking to the future, it appears a cognitive-developmental approach to career education --such as the one explored here-- offers an excellent means of equipping a person to understand and to act in an increasingly complex world.

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